



**Faculty of Cognitive Sciences and Human
Development**

**UNDERGRADUATES' MOTIVATION TO LEARN ENGLISH THROUGH
SHORT STORY: A SURVEY ON ESE STUDENTS IN UNIMAS**

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LIU PIK HA

This project is submitted in partial fulfilment of the requirements for a
Bachelor of Education with Honours
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The project entitled **Undergraduates' Motivation to learn English Through Short Story: A Survey on ESE Students in UNIMAS** was prepared by Liu Pik Ha and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Education with Honours (Teaching English as a Second Language)

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ABSTRACT

UNDERGRADUATES' MOTIVATION IN LEARNING ENGLISH THROUGH SHORT STORY: A SURVEY ON ESE STUDENTS IN UNIMAS

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This study aimed at finding out whether the learners were extrinsically or intrinsically motivated to take ESE as one of their English generic courses, learners' opinion on using short stories in English and methods of instruction in ESE course to promote interest in learning English. Lastly, this study intended to discover whether ESE students are integratively or instrumentally motivated to learn English after going through ESE course. The respondents of this research were 219 ESE students who registered for ESE course on Semester 1 2007/2008. For the purpose of this study, survey, only one instrument was used for data collection. There are four sections in the questionnaire. 21 items in Section A, B and C were self designed meanwhile 8 items in Section D were adopted from Socio – Educational Model by Gardner & Lambert (1979). Percentage and frequency count was used in analyzing the data. The overall findings illustrated that ESE students experienced high extrinsic motivation with majority of them choosing ESE course as there was no final examination. The results demonstrated majority of the respondents agreed that the storytelling, presenting drama scene and the selected short stories promoted interest to learn English. The findings also revealed ESE students were both instrumentally and integratively oriented in learning English after going through ESE course.

ABSTRAK

MOTIVASI PRASISWAZAH BELAJAR BAHASA INGGERIS DENGAN CERPEN: SATU SURVEI ANTARA PELAJAR ESE DI UNIMAS

LIU PIK HA

Tujuan utama kajian ini dijalankan adalah untuk menerokai sama ada pelajar ESE adalah lebih "extrinsic" atau "intinsic" semasa memilih kursus ESE, pendapat pelajar ESE tentang penggunaan cerpen dan teknik pengajaran untuk mempromosi minat terhadap Bahasa Inggeris. Akhir sekali, kajian ini ingin menerokai sama ada pelajar memiliki motivasi jenis "instrumental" atau "integrative" belajar Bahasa Inggeris selepas habis belajar kursus ESE. Responden untuk kajian ini adalah sebanyak 219 pelajar ESE di UNIMAS yang mendaftar kursus ESE pada Semester pertama 2007/2008. Untuk tujuan kajian ini, hanya satu instrumen telah digunakan untuk mengumpul data. Soalan kajiselidik di Bahagian A, B dan C adalah diurus-sendiri. Soalan kajiselidik in Bahagian D diadaptasi daripada Socio – Educational Model by Gardner & Lambert (1979). Untuk tujuan penganalisaan data, kiraan kekerapan dan peratusan telah digunakan. Hasil kajian ini telah menunjukkan bahawa para pelajar ESE mengalami motivasi jenis "exinsic" yang tinggi di mana kebanyakan mereka memilih kursus ESE kerana tiada ujian akhir. Didapati kebanyakan pelajar ESE melibatkan diri dalam aktiviti pengisahan, pembentangan teater, dan membaca cerpen yang terpilih. Hasil kajian juga menunjukkan bahawa pelajar ESE memiliki motivasi jenis "instrumental" dan "integrative" belajar Bahasa Inggeris selepas tamat kursus ESE.

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LIST OF ABBREVIATIONS

ESE	English for Self Expression
ESL	English as a Second Language
L2	Second language

CHAPTER ONE

INTRODUCTION

1.0 Chapter Overview

This chapter presents the background of study for this research. It also states out the statement of the problem clearly in order to provide a clear picture on the research. Objectives and significance of the study are also described clearly in Chapter 1. The variables of this study such as motivation, opinion, interest, short story, methods of instruction and ESE course are defined clearly under Operational Definition of Terms. Lastly, the scope of the study discusses on boundaries of what the study covers and does not cover.

1.1 Background of the study

Today, English has become the lingua franca of the globalized world. In almost every part of the world, including Malaysia, the English language is often becoming the first option for the people to communicate. The number of current and future users of English in the world is increasing.

Kitao (2002, p.21) stresses this point clearly, by saying that: “In the age of globalization, English becomes a crucial language to be mastered because it serves as the language of communication, entertainment, travel and profession”. In addition, it

also supported by Berwick & Ross (as cited in Norris, 2001), who states that English plays an important role in news and information because it becomes the language of international communication such as in traveling and information exchanging. Hence, today's international market in learning English as a second language has almost become a necessity.

As mentioned previously, English is the language of communication in different field as most of the information is pooled in the medium of English (Kitao, 2002, p.23). The learners need to equip themselves with good command of English in order to acquire the knowledge of certain subject matters such as science subjects, as English is the key to the world of science (Antomoon, 1997). Malaysia government has declared English as the second most important language in Malaysia after Bahasa Malaysia and put emphasizes on the study of English language whether at primary, secondary and tertiary level (Mohd. Faisal Hanapiah, 2002).

Although the medium of instruction used in Malaysia National school is Bahasa Malaysia but English is a compulsory language subject in the schools (Hannah Pillay, 1998). Currently, the government has showed high commitment in creating awareness among Malaysians about the importance of mastering English. A lot of activities and campaigns have been organized in order to instill learners' interest to learn, understand and use the English effectively. One of the initial initiatives is through English literature. English literature was introduced as a core component in the English language secondary curriculum in 2001 (Mohd. Faisal Hanapiah, 2002). English literature aims to expose students to English and enhance their learning of English through poems, short stories and novels.

The Ministry of Education states that:

The main objective of English literature is to expose students to English literature and models of good writing. This program aims to enhance and enrich students' knowledge of common expression in English language, as well as, to develop them in critical thinking.

(National Report of Malaysia, 2004, p.10)

From 2003 onwards, English has been introduced as the medium of instruction for Mathematic and Science in all schools. The decision to use English as the main medium of instruction is based on the rationale that good command in English will enable students to access the internet, read articles, and other reading materials published in English (National Report of Malaysia, 2004, p.28)

Dato'Mahadzir Mohd. Khir (2003) stated that, Ministry of Education should implement policies that require a high level of English language proficiency for entry into tertiary institutions. Thus, some universities make it compulsory for the undergraduates to take English subject, such as in UNIMAS. Several English generic courses have been introduced by the Centre for Language Studies (CLS), in UNIMAS in order to focus on undergraduates' language, cognition and affective development (CLS, 2007). In the Malaysian context, the undergraduates must prepare themselves with high proficiency in both Bahasa Malaysia and English in order to pursue knowledge. Thus, English generic courses in UNIMAS aim to produce undergraduates with good command in English in order to utilize English wisely in future working places (Ghazally Ismail & Murtedza Mohammad, 1994, p.21). According to the Minister of Higher Education, Datuk Mustapa Mohamad (as cited in Jonathan, 1996), undergraduates with good command in English are more employable in job market such as in science and technology, economics, management and finance because they can interact with various people with good English in their working place.

In UNIMAS, undergraduates who get Band 1-3 for MUET need to take English Preparatory subjects which serve as remedial courses before moving on to English generic courses. On the other hand, the undergraduates can choose two options from five English generic courses directly if they got Band 4 – 6 for their MUET. A complete list of English generic courses offered by the CLS in UNIMAS can be referred to in Appendix A.

A number of researchers such as Gardner and Lambert (1959); Deci and Ryan (1985) have done a lot of researches on the field of motivation in second language learning. Most of the researchers found that that motivation plays a crucial role in motivating learners to learn particular second language, such as English. An individual successfully acquiring a second language gradually adopts various features of behavior such as motivation towards linguistic and the cultural of other group (Tamba, 1993).

Gardner and Lambert (1972, p.22) proposed that, “learner’s motivation to acquire the language is considered to be determined both by his attitudes and motivation toward learning a second language”. Motivation determines the degree of effort that has been put into second language learning. When the students in second language class are highly motivated, the more effort they tend to put into learning the language and lead them to success in learning. Hence, motivation is one of the key factors that determine the rate and success of second language learning. It provides the main incentive to initiate learning English and later the determination to persist and sustain the long term English learning process.

Without sufficient motivation, even individuals with the excellent achievement in English also cannot accomplish long-term goals. According to Supyan Hussin (2000), the persistent problem faced by English teacher is the attempt to sustain genuine interest in continuing to learn English and to use the English

language once the examinations are over. Supyan Hussin (2000) suggests that the teachers should create a healthy balance teaching skills between preparing students for the standardized examinations and for life-long language skills.

Dafne (1998) stated that one of the subjects which have been more extensively used in language teaching is literature and this can increase the students' motivation to learn the second language. Ghosen (2002, p.173) stresses this point clearly, by saying that: "authentic literature provides a motivating, meaningful context for language learning and foster vocabulary development in context". Literature will foster interest or enjoyment of the text alongside a deeper and more meaningful understands of the language (Radhika O'Sullivan, 1991). With the enjoyment, the learners are motivated to learn English than they ever had been before. According to Crystal (as cited in Ghosn, 2002), short story often full with familiar 'story grammars' which can provide an ideal context for grammar acquisition such as verb tense. With all these benefits of reading short story, short story not only motivate and foster oral language, but also deepen their awareness of English in its written form.

1.2 Statement of the Problem

The study of motivation in second language acquisition has become an important research topic with the development of the Socio-Educational model on second language motivation (Gardner & Lambert, 1972; Gardner, 1985, Gardner & MacIntyre, 1993; Tremblay & Gardner, 1995, as cited in Liu, 2005). Integrative orientation reflects learners' favorable attitude towards target language community, especially learners' interest towards learning the target second language. On the other hand, instrumental orientation is associated with a desire to learn second language for pragmatic gains such as getting a better job or a higher salary (Gardner

& Lambert, 1972). This indicates that motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning.

English for Self-Expression (ESE) is an English generic course offered by the CLS. It aims to expose students to the short story genre from the perspective of the story teller through creative writing and dramatizing the dialogues in order to express themselves confidently in English. Through this course, students are given a chance to learn speaking and writing skills to tell their own story in English. To achieve the objectives, ESE students need to complete three main assessments and there are writing a short story, story telling and presenting a dramatic scene.

Carter & Long (199, p.121) clearly saying that: “short story is considered as one of the literature genre”. Although ESE course is not a literature course, but short stories become the main medium instruction in learning and teaching process. Lazar (as cited in Dafne, 1998) claimed that, literature provides meaningful and memorable contexts for processing and interpreting new language. In the research done by Dafne (1998), she discovered that the mental representation of the elements of a story (story grammar) can help students remember the development of the story when retelling it. Moreover, Palencia (as cited in Dafne, 1977) also found out that while retelling the story, the students were also trained their fluency in speaking at the same time. As a result, storytelling can hold on learners’ attention and interest to learn English and be more motivated to develop their English ability and appreciate literature (Xu, 2007).

The issues of students experiencing different motivation in learning was encountered by the researcher during teaching practice session. Students may show the different types of orientation of motivation in learning English, especially after going through the different methods of instruction in different courses. Hence, it prompts the researcher to carry out study regarding the types of motivation that ESE

students interested after going through ESE course for one semester. The researcher also intends to find out the preferred methods of instructions in ESE classroom which can promote their interest to learn English. Moreover, the researcher also wants to discover whether short stories do success become effective medium instruction to teach English in ESL setting.

1.3 Research Aims

This study aims to investigate whether the learners were extrinsically or intrinsically motivated to take ESE as one of their English generic course, learners' opinion on using short stories in English and methods of instruction in ESE course to promote interest in learning English. The study of motivation in second language acquisition has become an important research topic with the development of the socio-educational model on second language motivation (Gardner & Lambert, 1972; Gardner, 1985, Gardner & MacIntyre, 1993; Tremblay & Gardner, 1995, as cited in Liu, 2005). Hence, this study also intended to discover whether ESE students are integratively or instrumentally motivated to learn English after going through ESE course.

1.4 The research objectives of the study are to find out:

- a) Whether students are extrinsically or intrinsically motivated to take ESE as one of their compulsory English generic course.
- b) ESE students' opinions on the use of short story and methods of instruction in ESE course to promote interest in learning English.
- c) Whether students are integratively or instrumentally motivated to learn English after taking ESE course.

1.5 Significance of the study

The finding will reveal students' reasons for taking ESE one of the English generic courses. It also hopes to highlight students' motivation to learn English. In additions, this study also highlights ESE students' opinion on whether the course promotes interest to learn English, in terms of the materials and methods of instruction used in the course.

It is hoped that an understanding of motivation will enlighten coordinator of CLS in his/her effort to improve the conditions and teaching strategies under which English language learning is taking place. Therefore, this research will serve as a guide or source information to coordinator of ESE in order to seek for alternative teaching approaches that will hopefully motivate learners' to learn English in ESE classroom.

It is also hoped that the result of the study could be used by the lecturers to vary their teaching methods, types of short story to be used and techniques of instruction on how to sustain ESE students' motivation to learn English. The result of the study also gives lecturers of ESE some ideas that they could put into use, especially the methods of instruction which could help them to sustain students' motivation to learn English in ESE classroom.

1.6 Operational Definitions of Terms

1.6.1 Motivation

In general, motivation is defined as the learners' orientation with regard to the goal of learning a second language (Gardner & Lambert, 1959).

In addition, motivation also refers to “effort exerted towards any goal” (Robbins & Coulter, 2003). For the purpose of this study, the researcher focuses on Gardner's early work which focused on the relationship of two components: integrative and instrumental motivation. Integrative motivation reflects a student's positive attitudes toward the second language learning and their desire to learn the English. Instrumental motivation refers to the practical achievement of mastering English such as to get better jobs or higher salaries (Norris, 2004). With the definition of instrumental and integrative motivation, the researcher intends to discover the types of motivation that are oriented by students to learn English after going through ESE.

According to Brandt (as cited in Ferris State University, n.d) & Chance (as cited in Ferris State University, n.d), intrinsic motivation occurs when learning activity and the learning environment elicit motivation in the students. The intrinsic motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. For the purpose of this study, the researcher defines intrinsic motivation happens when the students alert that the learning assists the learners in integrating themselves with the world, with others, and promotes self-awareness.

In this study, extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. An extrinsically motivated person will work on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. (Ryan and Deci 1996 & Kohn 1993, as cited in Ferris State University, n.d). With the definition of extrinsic and intrinsic motivation, the researcher intends to find out whether learners are extrinsically or intrinsically motivated to take ESE course.

1.6.2 Opinion

Campbell (1967) defines opinion is closely related about something that is being observed and what is said about. It is a process where one will form an impression about someone or something. Thus, an opinion is something a person or a group of people think. In this study, the researcher intends to find out how far ESE students think that ESE course does promote interest to learn English after going through the materials and methods in the classroom.

1.6.3 Interest

Interest refers as the excitement of feeling, whether pleasant or painful which associated with special consideration to some objects or events (Martinez, 2002, as cited in Kilickaya, 2004). Supyan Hussin (2001) states that interest is the attempt to be sustained in order to learn English and use the English once the examinations are over. In this study, the researcher wants to discover whether ESE students are interested with the methods and selected short stories that used in ESE classroom.

1.6.4 Short story

According to Forlain (2000), short story focuses on one or two characters in the story development. However, the characters are not fully developed in the short stories. The short story also can be finished within one seating. Furthermore, the length of the short story can be reduced by carrying with it certain formal and technical requirements. Short story written by Cecilia Ong entitled *Short stories from Sarawak: Death of a longhouse and other stories* is used as the main text for ESE students. The selected short